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books "attract neither the student nor the general reader," being "too lax for the one—too irksome for the other." In the meantime, he effects a compromise.

The method of presentation being granted, the plan of the book is admirable. The author first considers the Prologue, and in successive sections discusses the Tabard Inn, Chivalry, Religion, Professional Men, Trade and Commerce. This gives him an opportunity to consider the various characters, each in relation to his own department of life, and also to present many interesting facts and illustrations in regard to the life and society of the age. Then the Tales are taken up. "Inconvenient or difficult passages" are translated into simple prose; but so far as possible, Chaucer's own language is presented in modernized and accented form with annotations. The whole is concluded with some brief but interesting "Remarks" upon Chaucer's labors and influence. The value of the work is greatly enhanced by the addition of the illustrations from the Ellesmere manuscript.

Such a book ought to do a real service. It certainly will do so if it shall accomplish in any degree the author's purpose of leading the reader to the point where he can appreciate the reading of Chaucer either in modified or original form. The book is to be commended to serious readers of literature, and to literary students. Not impossibly, the more scholarly worker may find something of interest and profit.

Colgate University

W. H. Crawshaw

The German Universities. Their Character and Historical Development. By FREDERICK PAULSEN. Authorized translation by EDWARD DELAVAN PERRY, with an Introduction by NICHOLAS MURRAY BUTLER. New York: Macmillan & Co.

The German Universities! The phrase still has a magic charm for American ears, a charm it will not soon lose. What scholar in the United States who has not been within their sacred precincts, or dreamed of going, or is now dreaming, or soon will dream, of Göttingen, or Heidelberg, Leipsic or Berlin? We may skirmish around the outer courts of the temple of pedagogy, but they only enter the holy of holies who go to Jena, and the mystery of what they see there still remains.

Professor Paulsen's work was composed as a part of Germany's contribution to our own Columbian Exposition. It was worthy of the author and of the occasion, but it is safe to say

that few, even of those most interested in the Educational exhibit, read it at Chicago. The translator has done grand service in giving so admirable a work to a larger public. If one dared be critical of the translation, the worst that could be said is that it is so well done. In describing the German Universities, Professor Paulsen dwells on their general character and on their historical development. The inseparable connection that exists in Germany between the Universities and the social and even political life of the country is splendidly brought out. The special characteristic of the German University professor, that he must be and is a scientific investigator, is made clear, especially by comparison with English Universities. "In Oxford and Cambridge there are admirable scholars, yet no one would call the English Universities the representation of the scientific work of the nation. In Germany, on the contrary, the presumption is justified that all University teachers are scientific investigators, that all who are, strictly speaking, scholars, are University professors. When, in Germany, we speak of a great scholar, the question soon follows: At what University is he?" The merits of the German lecture system were never more admirably presented than by Professor Paulsen. His work is admirable, written in the true German way, quiet, philosophical, withal most interesting, and in the field invaluable and indispensable. The introduction by Dr. Butler contains a clear and incisive statement of the ideal of an American University, and makes by no means the least interesting and valuable part of the book.

C. H. Thurber

The Evolution of the Massachusetts Public School System, by
 GEORGE H. MARTIN, D. Appleton & Co. New York.
 (International Education Series.)

It is a patent of nobility for a pedagogical work to be admitted to the International Education Series, which, under the wise editorship of Dr. Commissioner Harris, has maintained so marvellously high a standard. Any reasonably good book on the school system of Massachusetts would be entitled to a choice place in a library on education, for no matter how highly we may think of the schools of our own State—*nous autres* who are not so fortunate to belong to the Bay State—we still have profound respect for the schools of the Puritans. Educational history in Massachusetts goes back further than